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The project's purpose is to educate children to their fullest potential, enabling them to accept promising opportunities as they arise.

The goals are similar to those of most other schools, but the project differs with respect to the process of education. Some of the changes in process begun during the first years of the program included: the addition of compensatory services and greater numbers of staff personnel; the development of a mechanical schedule with flexibility to meet educational needs; the implementation of new programs such as team teaching, personality grouping, group guidance, audio-visual programs, a World-of-Work program, in-service teacher training, and programmed instruction; and an improved in-school climate.

Indications of growth within the Project during the 1963-64 year were: increased attendance, a decreased dropout rate, and improved academic standing based on diagnostic tests in arithmetic, English, and social studies. Reports by staff members also indicated success and growth of school programs such as group guidance, after-school activities, field trips and cultural enrichment, personality grouping, audio-visual activities, library services, and a work experience program.

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Purpose, Process, and Product
as it relates
to
Madison Junior High School

A Report of the
1963-64 School Year

by

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Purpose, Process and Product as it Relates to
MADISON JUNIOR HIGH SCHOOL REPORT
1963 - 64

I. A Schools Function

All schools have a purpose, process and product. It must be very obvious that the product of many urban schools is not an educational product as good as some others. The core areas of cities have been dealing with an increasing number of hard to reach youth. These can be said to be alienated from the traditional educational process in todays schools. Schools are not geared for dealing with youth who are educationally and socially deprived. The great bulk of the educationally and socially deprived are the poor, both white and black. Their values, motivations and aspirations are not in concert with the middle class oriented schools and their purpose.

The Madison Area Project and the schools associated with it have the same purpose as other schools. That is to educate children to their fullest potential so as to enable them to accept opportunities that arise. Without proper skills in reading, writing and arithmetic very little opportunity is open and at that they are still limited. But if a person has the command of reading, writing and arithmetic so much more opens up for him, in his ability to learn and develop further skills that more and more opportunities become available to help a person support himself and contribute to the community he lives in. The area which we feel we are different in is the process of education. Perhaps with the process different we can have an improved educational product both in what are called culturally deprived areas and the white middle class neighborhoods.

With the above comments as an introduction I would like to describe some beginning changes in process and indications of directions for education to develop a better educational product in urban schools. Some outcomes which we feel are the results of changes in process will also be presented.

II. The Process at Madison Junior High School

A. Addition of Compensatory Services.

Since September 1962 additional staff for the improvement of instruction and learning as well as service to teachers and students have been added to Madison School. These additions are:

1. One counselor - this increased counseling staff to three.
2. Curriculum and activities coordinator.
3. Reading Clinician.
4. School Psychologist.
5. Psychiatric Social Worker.
6. Audio-Visual coordinator.
7. Job placement coordinator.
8. Volunteer coordinator.
9. Community worker.
10. A research assistant.
11. Social Work Unit made up of a Field Supervisor and three to five Graduate Social Work students.
12. Adequate secretarial help to assist additional staff and services.
13. Attendance Teacher.

B. Development of a Mechanical Schedule with Flexibility to Meet Educational Needs.

It was our intention to give as much support to the teachers and the educational problems they were inundated with. After much readiness preparation by discussion and committee work we were ready in February 1963. The schedule was developed with the help of the total staff with the following concepts in mind.

1. A larger block of time for instruction to allow the integration of language arts and social studies as well as greater concentration on basic skills.
2. The scheduling of 7th grade and 8th grade language arts and social studies so as three of four sections could meet and be taught at the same time.
3. To allow two or three 7th and 8th grade arithmetic sections to meet and be taught at the same time.
4. To allow 7th grade language arts and social studies teachers to meet every day for team planning. The same consideration was made for the 8th grade language arts and social studies teachers. All arithmetic and science teachers also had their own team planning time every day.
5. Flexibility in reading, arithmetic and language arts in order to continuously regroup children on achievement levels. Because several sections of 7th grade and 8th grade classes of language arts, social studies, arithmetic and reading meet at the same time it was possible to regroup children on achievement levels and regroup as children moved from one level to another.
6. With the larger block of time and teams teaching smaller

classes at the same time there would be less need for substitute teachers when teachers of a team were absent. All that would be necessary is the dividing of the pupils of a teacher who was absent among the team members. In this manner teaching was constant, there was less interuption by a person who did not know the children. This saved money, prevented discipline problems and a loss of teaching time.

7. Field trips to be taken by classes without interfering with other school programs. Because of the team approach in 7th and 8th grades all the sections of a particulur grade or as many that desired could go on a field trip without interfering with the other classes in the school.
8. Group guidance classes once a week for every child in the school.
9. Less unstructured time for the pupils of the school. Classes are fifty minutes long without any study halls.
10. Allowing children to be scheduled for the reading clinic and special classes in arithmetic.

C. Programs that are being implemented.

1. Team planning and teaching.
2. Personality grouping.
3. Emphasis on basic skills of reading, arithmetic and language arts and regrouping on achievement levels.
4. Non-graded pilot group.
5. Group-Guidance program.
6. World of Work Program - (part-time work - part-time school).
7. Standardized and teacher made diagnostic tests in reading, arithmetic and language arts.
8. Initiation of Ego-Development Program.
9. Audio-Visual Program.
10. Volunteer program to assist teachers in reading, arithmetic, language arts and clerical work. To work on a one to one basis and with small groups under the supervision of teachers. Assistance by volunteers in special interest groups during school hours and after school.
11. In-service training program for teachers on Mondays and Thursdays.
12. After school activities program.
13. Assembly programs scheduled on a bi-monthly basis.
14. Field trips and cultural experiences in and out of school.
15. An Able Program for those with indicated potential (these are all underachievers).
16. Closer contact with parents - working with and strengthening our parent group. Parent education program and increased parent conferences, as well as teacher home visits.
17. Programmed instruction - pilot classes in the areas of language arts, arithmetic, social studies and science. The selection of children for independent study and enrichment who were at grade level.

D. Changing the School Climate

Our first step in working with the children was to change the physical and visual climate of the school. Improvements were

made in the halls and rooms.

1. Now extra large bulletin boards were erected in the halls and classrooms.
2. Work of the children in content areas, art, shop, homemaking and business are exhibited daily.
3. Picture stories of class work, field trips and special projects were developed by audio-visual specialist. These pictures are exhibited in the halls and classrooms so children can see themselves doing positive and creative things.
4. A school theme, "Wings of the Future", has been placed on bulletin board in the entrance of the school. The theme is supported by adjunctive materials such as goals, philosophy, and pictures which indicate how and what to develop for the future.
5. A new suite of counseling offices have developed which are bright and well decorated.
6. A new reading clinic has been established.
7. Changes to up grade the home-making and shop teaching stations have been made.
8. New audio-visual equipment such as tape recorders, movie projectors, over-head projectors, etc. have been purchased.
9. A cafeteria for lunches has been installed.

E. Curriculum and Teaching Materials

The teaching of children of concepts rather than facts as an end to their learning. The learning is centered around planned contrived experiences that involve children in doing rather than lecture and verbalization. Materials are being sought and developed, for the teams, which are appropriate. These materials are multi level and of high interest which can make contact with students in order to involve them more than in the past for learning.

III. Some indications of growth (the product) for 1963-64.

A. Attendance

	62-63	63-64
7th and 8th grades	90.6	90.6
9th grade	88.5	91.9

The indications is that attendance for 7th and 8th graders has remained about the same but perhaps the work with the 62-63 8th graders has helped improve 9th graders attendance by 3.4 percentage points.

B. School Drop-outs

	Legal Age	Medical Exclusion	Court	Total
1960	20	10	17	47
1963	19	7	4	30
1964	17	11	4	32

There seems to be no significant difference in drop-out rate since 1960 because of legal age - but there is a significant decrease in drop-out rate due to court action.

Percent of Drop-out in 9th grade:

1960	18%
1961	22%
1962	12%
1963	not recorded
1964	7%

There is a definite significance in drop-out rate in the 9th grade.

C. Reading

Seven specific aims have directed the reading program this year. These include:

1. Refining comprehension skills.
2. Extending interests and improving tastes in reading.
3. Strengthening phonetic and structural word attack and word recognition skills (especially prefixes, suffixes, root words, and multiple meaning of words).
4. Improving oral reading ability for different occasions.
5. Extending word power and meaning by building vocabulary and understanding context clues.
6. Teaching pupils to follow written and oral directions independently.
7. Improving study skills.

An attempt has been made to provide differentiated instruction in special ways: through use of various patterns of grouping within individual classrooms and continuous regrouping of classes by reading achievement; through use of multilevel materials (SRA Reading Laboratories, Reador's Digest Skill Builders, Webster Classroom Reading Clinic Skill

Cards, etc.) through widely diversified selections for classroom libraries (Webster Science Series, Dolch Pleasure Reading Series, Scholastic Book Services and paperbacks, etc.); and through classroom reading activities (for the whole class: oral reading in audience situations, reports, storytelling, etc.); for individuals: specific interests in recreational reading, research reading, skills practice, etc.; for small groups: work on specific weaknesses, special interest topics growing out of assigned readings, and committee research and/or reports. This emphasis on instruction adapted to a wide range of individual differences seems to have effected as evidenced by general increase in pupil achievement on informal and standardized tests, by observable increase in voluntary recreational-type reading experiences, by more favorable student attitudes in accepting successes and/or failures in reading tasks, by greater group rapport resulting from flexible grouping to suit needs and weaknesses, and by a general improvement in pupil attitude concerning the values of the reading program and their role in it.

In relation to statistical data, there is one important factor which prevents the following material from being entirely accurate and reliable as a record of pupil growth and progress: a reliable statement of comparison is impossible at this time because the measuring instrument used at the beginning of the school year was different from that employed at the end of the year. (One test is the I.T.B.S. for fall of 1963 and the spring of 1964. Another test administered in the fall was S.R.A. Reading Diagnostic test, the Charles E. Merrill Diagnostic Test was administered in the spring. The scores available only reflect different tests. It is probably safe to conclude however, that on the basis of these results and MA basis of teacher evaluation (from teacher made diagnostic tests) and classroom observation that pupils have made significant gains in comprehension skills and as a result, the percentage below level readers has decreased. Other areas indicate strength in word and phrase meaning.

The 7th grade language arts team who taught reading every day to their students after viewing I.T.B.S. scores and developing a concentrated approach found through the S.R.A., the Merrill and other non standardized tests that four sections of the seventh grade being taught by the team grew 18 months in achievement.

The 8th grade reading program which was started three days a week in February of 1964 by the 8th grade language arts team also had significant gains. Regrouping of children by reading levels among the team and using essentially the same procedures as described but with the addition of volunteers in each room assisting the teacher in the reading instruction. The mean reading grade level for 105 students was 5.07 months. The past exams showed a mean of 7.74 for 63 students. The gains were around 2.6 grades the

measuring devices can be questioned. However it can be said that significant gains were made for all the 8th grade groups.

The direction of the reading program indicates that growth is being made and as our program becomes more developed and skilled in implementation more valid measurable gains will be demonstrated. The program also points out that tieh assistance and support language arts teachers with no training in reading can teach it and be effective. The very fact that every child engaged in the reading program changed and raised their reading level. Also the program tends to have some bearing on the kinds of tests administered and used. The S.R.A. pre-test was used to determine group levels. Throughout the entire program, teachers devised and used their own diagnostic testing materials to teach and evaluate growth. Each child was constantly told his reading level and his growth. The counselors continued to re-enforce with the children their growth or lack of it in reading.

Attached in the appendix will be found reports from the reading teacher and the 7th and 8th grade teams.

The Reading Clinic - The reading clinician worked with thirty pupils during the school year. Not all of these children were taught for a full year. As soon as a child reached grade level or evidenced a lack of continued growth or motivation he was replaced by another child who could profit from the reading clinic.

Most of the children made a gain of at least two years. These results were obtained by informal inventory tests. Other apparent gains not revealed by tests, were increased desire to read widely, an awakened interest in the outer world, an improvement in study habits, and a change from a negative to a positive self image.

Interest in the clinic has been increasing throughout the school and the children who have received instruction in the clinic are returning to the classroom in the fall with better reading skills and comprehension as well as a new attitude toward learning.

The reading clinicians report is attached in the appendix.

D. Arithmetic - A team approach for the improvement of achievement in arithmetic was initiated and leadership was given by a half-time arithmetic specialist.

The following is the process and direction the arithmetic program followed during the year.

1. Beginning articulation with the two elementary feeder schools to Madison in the area of arithmetic content.

2. Regrouping in arithmetic on the basis of achievement levels. Pre and post diagnostic tests were given to find out where a child was and how much he grew from one achievement level to another. Subjective analysis of students were made by teachers on pupil weaknesses.

   Frequent testing was done for periodic re-grouping into various levels of arithmetic achievement.

3. 7th and 8th grade used a new review text book. The Scott-Foresman Special Books A and B. Book A for reviewing 3rd and 4th grade skills, Book B for reviewing 5th and 6th grade skills.
4. Classes view films, filmstrips with work sheets to evaluate films, etc.
5. More teacher made worksheets rather than extensive use of regular tests.
6. More use of visual aids - protractors, rulers, compasses, abacus, slide rule, overlays, etc.
7. The use of pre-class work to settle students down while teacher supervises children coming into the room from the halls.
8. More use of the inductive approach to learning.
9. Introducing a much larger content area of modern math (set theory, algebra) to all grade levels.
10. The stressing of concept development rather than the mechanics.
11. More individualization with the students because of: re-grouping, smaller classes and the use of volunteers to work with individuals on a one to one basis.

One of the projects attempted in arithmetic was a survey test in September and then re-administered in May. Since there were no controls or manipulation of experimental variables the pre and post analysis of these tests cannot be constructed as an experimental project. It was hoped however that as a result of a close analysis of the results we could more accurately judge the arithmetical concept of our 7th grade population as well as get some idea of gains made in certain areas during the school year.

Results of a random sampling of 26 seventh graders were placed in a 2 by 2 contingency table using a chi square (x^2) test for gain in achievement. (See survey report in appendix.) The indication is that students entering and leaving the 7th grade during the year did not show concept understandings in division and multimplication, algorism, decimals, fractions and decimal fraction concepts. There was a significant growth in some areas of straight division, multiplication and subtraction as well as knowing smaller fractions from larger fractions. It can also be said that a significant increase in the concept of understanding the numeration system occurred beyond the .01 level of confidence.

There is much room for improvement and we have a better knowledge of the areas we must concentrate on in developing arithmetic concepts in the 7th and 8th grade for the 64-65 school year.

approval or had their interest and they were courteous spectators. The committee structured a slating, supervisory and discipline procedure. The teachers who served on the committee were inexperienced and did nkt know where to start. After several suggestions were made by the administration the programs got started. Ten programs in all were presented as well as a final awards program.

More assembly programs were offered than in any previous year. The attitude of pupils have changed regarding the programs. This year students were anxious and inquired often of what the next program would be. Behavior and supervision have improved much. Much more can be done. Better programs, planning and follow through will be expected now that the chairman and committee have experience.

K. Field Trips and Cultural Experiences.

The 7th, 8th and 9th grades took a total of 63 trips.

A copy and list of the field trips may be secured at the Madison School office.

L. Volunteer Program

Our volunteer program this year was much more coordinated and structured. The program ran very smoothly because of four chairmen of the day. Each of these chairmen served as chairmen of the day on the same day of the week throughout the school year. They supervised all incoming volunteers, kept records, were leison between administrator and teacher, wrote daily reports and helped volunteers with problems. The chairman of the day had excellent rapport with the total staff and were considered a part of the staff by all. They made an outstanding contribution to pupils and teachers.

This year a total of 3,160 volunteer hours were served from October to June 1st. On an average 75 volunteers gave services each week. Their services included: working on a one to one basis and with small groups in reading and arithmetic; assisting teachers in the classroom with reading, marking teacher and standardized tests, working in the library, doing clerical work in the office and for the guidance department, assisting with after school activities, chaperoning on some field trips, supplied some material and assisted in dressmaking class.

A conference was held each week with the volunteer coordinator to communicate ideas, problems and procedures for volunteer services.

It is my belief that the volunteers made a significant contribution to the school during the year. The potential for volunteer services if used properly is great. I am sure their services and contributions to our children will be even greater in the future.

M. Personality Grouping

The following is a report presented by Dr. David Hunt of Syracuse University. The subject: Summary of work 1963-1964 on, "Indicators of developmental change in lower class children", and related activities.

We began our project in the Fall of 1962 with the modest aim of developing some measures which might later be appropriate for assessing some of the important characteristics of lower class children not presently measured by available achievement or intelligence tests. During the present school year (1963-64) we have extended this activity to placing some students into classroom groups on the basis of their developmental level in order to explore tentatively the potential educational relevance of such homogeneous grouping.

Based on the pilot work on grouping in Spring 1963 both our project staff and Madison School staff agreed that it would be mutually beneficial to continue to explore the effects of grouping. Though such activity was not initially a part of our project we felt, along with members of the school staff, that the opportunity should not be lost. Because we had not anticipated this opportunity and therefore were not budgeted to carry out all possible aspects, this year's work has been only exploratory. However, we feel that this initial work has been very worthwhile in terms of the information provided for conducting such programs more effectively in the future.

The actual grouping of students is summarized in the attached "Formation of stage-similar Classroom groups, Fall 1963" especially Table 9. Three stage classroom groups were formed along with an Able classroom group at each of the three grades. Six classroom groups were unclassified.

For grouping to be effective, the teacher should have as much information as possible on the educational procedures most appropriate for each group. Therefore, we conducted weekly in-service training sessions with the teachers of stage groups to acquaint them with the characteristics of students at each of the three developmental levels and to suggest procedures most effective with each group. The teachers in turn contributed by sharing their observations on approaches which they found to be especially effective with a particular group. Teachers seemed to find the specific group designations -- Sub I, Stage I, and Stage II-- meaningful labels by which to characterize the students. Perhaps the clearest indication of this value was the teachers' asking how the unclassified groups could be characterized, and what educational procedures were most effective for them. In short, an unanticipated advantage in the stage grouping was to sensitize the teachers to the variation among students and to the differential effectiveness of teaching approaches for different students. Stage grouping also entered into the lesson planning strategy in teacher team

meetings.

The in-service training meetings during the second half of the year were devoted to considering the varieties of environments a teacher can provide. Along with Gerry Weinstein, we first discussed with the teachers the most important differences in educational environments (structured, open-closed, etc.) and then taught the teachers to use a coding system for specifically describing a teacher's behavior in the classroom. Although this experience of analyzing what goes on in a classroom naturally creates some anxiety in a teacher, this group moved along nicely in the use of the coding system. If grouping were used at a later time, the coding system provides a basis for describing the specific education environment likely to be most effective with a particular stage group. In short, we were able to set the groundwork so that these teachers can now begin to talk about their own handling of a lesson more comfortably, more objectively, and in a way which communicates to others.

In addition to discussion with the teachers, we also attempted to obtain some indication of how these groups differed by three approaches: observation, controlled problem solving, and pre-post evaluation of the impact of a specific unit. Observations were conducted by research assistants and occasionally by consultants. In the problem solving approach Chuck Halverson and Jay Land worked with the students in the ninth grade stage groups in individual sessions which investigated their reaction to approval and their ability to organize new material. The pre-post evaluation was used in the eighth and ninth grade Science classes. Each student's factual knowledge and conceptual knowledge on the unit - the human body - was measured before and after the unit was presented. Analysis will be concerned with differential learning in stage groups who are exposed to the same unit. Data from all three of these approaches is being analyzed and will be available this Summer.

In addition to developing the Science test, John Dopyera also worked with the Mathematics group to help them develop a test and he worked with the group guidance staff by both providing and scoring the Cattell 16 PF which was administered twice to all students.

In April, 1964 we re-administered a battery of tests to all students. Response to these measures will provide the major source of information about change in developmental level. Among the analytic approaches to be used will be considering degree of change within grade and stage group. Average change measures for each of the twelve classroom groups will give us an idea of specific points at which growth occurred. We will also conduct an intensive analysis of specific individuals who whow considerable development. We will also analyze and make available change in achievement scores as a function of classroom group. Finally, we hope to collect next

week from each of the team teachers a rating of each student in terms of change in academic motivation and in curiosity during the year.

I feel that this year has been a remarkable opportunity for me to explore some ideas which seemed to have educational relevance. Such a venture, especially when we had not planned for it, requires a lot of give-and-take on the part of everyone. Our staff - John Dopyera, Chuck Halverson, Jay Land, and I - want to thank you and your people for working with us this year. We look forward to working in Madison School in some to-be-arranged fashion next year. I genuinely hope that our activity in the school this year has been mutually beneficial. If so, that makes it a fortunate experience for all of us. - Dave Hunt

It is my feeling that Dr. Hunt - Mr. Dopyera and Mr. Weinstein have helped our staff grow rapidly and much in the area of planning classroom approaches, techniques and how to evaluate themselves in their teaching. The administration has also grown much in educational concepts and in how to work with staff.

N. Library use for 1963-1964.

MADISON SCHOOL LIBRARY - PROGRESS REPORT
1963-1964

Madison Junior High School Library has just completed the first full year of operation in its new location on the main floor. New furniture, larger quarters and an expanded book collection have resulted in a better climate for learning and a greater interest in reading.

This year, the students were noticeably more independent when they came in on a pass for reference or reading. This was due to a broader orientation program carried out from September until after Christmas. Shorter but more frequent visits were made by all classes until every student was familiar with the location of books and materials, and the ways in which the library could be used for supplementing study courses.

Teachers have shared in the selection of materials which were coordinated with the instructional program. Where the three-teacher team approach was used, similar materials were supplied to all members. The teachers, in turn, sent work sheets to the librarian in advance when several classes would be having the same assignment.

In the selection of new books, emphasis was placed on books which would help the students at Madison meet and understand certain problems created by community situations. Characters in the books were carefully considered so that it was assured that the student could identify with these characters through his or her own emotional experience. One unit used in the

seventh grade considered fiction books in which incidents of prejudice and ways to resolve racial integration were described. Students were then motivated to read books about these problems. Good success was achieved with Mary Jane, a sympathetic story of a young Negro teen-ager who is chosen to integrate a white junior high school. Many students and teachers have read this book with pleasure. Seven copies of this book circulated continuously. Books like this do not provide immediate relief of a problem, especially if it is a deep-seated one of behavior, attitude or values but they do create discussions which develop changes in attitudes.

The average weekly circulation of books has doubled at Madison this year but these figures can be meaningless where reluctant readers are brought to the library for books. These students may withdraw books but they do not always read them. In former years, many students had candidly admitted that they had not taken the books home nor even opened them. This year, a concentrated program was begun whereby the most important service of the library became individual reading guidance. Special attention was given each borrower and a priority was put on a quick and private book opinion when the book was returned. Since the librarian was familiar with the books, it became apparent whether the book or books had been completed or had been too difficult from a vocabulary standpoint or had no interest for the student. Usually the comment accompanying a negative reaction would provide the clue for the suggestion for the next withdrawal. This year there was a greater percentage of favorable and positive comments because the books were especially chosen to meet the interests and needs of Madison students.

The library at Madison was useful to the students in the World-of-Work program during the first months of school while their jobs were being processed. Books were provided about conduct on the job, manners and dress, and budgeting of money. Short fiction stories about careers increased the confidence of these students as they took their first step into the business world.

The library was used by volunteer tutors who assisted underachieving students with reference work and class assignments. With regard to recreational reading, it was suggested that tutors read the same books as the students so that they might discuss their reading interests with them. A classic like The Secret Garden was enjoyed and understood by a culturally disadvantaged student because the tutor provided a bridge of understanding to the ideas, characters and situations in the book.

Finally, the library has become a place to learn how to learn. A few selected students have begun to use programmed learning in the library under the direction of the English department and the librarian. This venture will be extended to more students in the future.

O. Audio-Visual Activities

The audio-visual program at Madison got off to a much better and organized manner than it did the previous year. This was caused by the previous years experience, discussions and evaluation. The program for the second half of the 1963-64 year was well carried out because procedures were followed regarding the use of materials. Teachers were more thoughtful in their planning of such things as equipment, choice and utilization of films and filmstrips. There seemed to be better integration of A-V materials into their teaching and more and more as a part of the program rather than as an extra added attraction to fill up time.

The A-V club started the previous year continued and those pupils participating became skilled with all the equipment as well as depended upon by teachers to set up and operate equipment. More teachers also have begun to have skill in the use and operation of A-V equipment. Many more teachers should gain the same skills this next year.

According to records, the 7th and 8th grade language arts and social studies team made the greatest utilization of A-V materials and equipment. Next was the science department followed by the group guidance team. All made use of a variety of materials and equipment. Toward the end of this year a complete series of arithmetic filmstrips was purchased for classroom use. More guidance filmstrips have also been purchased.

The A-V equipment was used daily throughout the school and at times teachers had to wait for their turn to use some of it because of its extensive use.

The school A-V coordinator also made tapes of special activities by students, professional discussions and of in-service training. Pictures were taken of activities, involving individuals, small groups and classes. These photographs are used to develop picture stories showing children in positive and constructive activities. They are placed in many areas of the school, both classrooms and hallways so that the children can see themselves doing good things. This has helped develop a sense of pride on the part of children towards themselves and the school.

Recommendations are made to continue in-service training for teachers in the use of A-V equipment. A specific budget also should be given for the school or each school department for A-V materials. A new movie projector, tape recorder and filmstrip projector should also be purchased.

For the coming year the A-V coordinators title will be changed to "Instructional Communications Specialist". His function will be to continue A-V program as started but to spend the major portion of his time working with teams in

planning A-V materials and activities which will supplement concepts and content in units of work. He will do anything to provide ideas and techniques for the teams which will help children learn by seeing, hearing and doing.

It is felt that an instruction communication specialist will be a valuable resource person as part of a learning team.

P. The World-of-Work Program

The first year of the World of Work Program has been completed. There has been successes and failures in the program. Over all we do feel it was successful and have learned much from the program.

There were originally in the group twenty-seven students ranging in ages from 14 to 17. At the end of the year twenty-three remain in the program with twenty-one having part-time jobs. Two were employed but their school work was suffering in the latter mohths. They were placed in the cull school program with tutors in an attempt to help them in areas they were having difficulties. One student wished to return to the regular school program and three dropped out - two for full-time jobs and one because of pregnancy.

The range of salary earned was from ten dollars a week to as much as forty-five per week. The school attendance for this group was excellent and all employers were very satisfied and impressed with their assigned student. The work stations included, the School District Central office, the Mayor's office, the Mayor's Commission for Youth, the University Food Service, M.A.P. office, Croton School and a few business offices.

The whole World of Work group made a significant change almost at the beginning of the program. Those changes were very observable by the staff and outsiders. Every student took greater pride in their dress and grooming. All carried themselves with pride and dignity, all made a greater effort in the classroom, there were no discipline problems with this group as in the past, there was a pride in belonging to the program and the group planned social activities and field trips with Mr. Cangemi.

Several of the group have failed their grade but they may not have remained in school. They would perhaps have failed much more if they were not in the program and lastly they may have been very hostile to school and its purpose.

Recommendations have been made for a much more thorough screening of people eligible for the program with teachers, counselors and the administration. A program is also being expanded for those children going on with high school who were a part of the World of Work this year.

Q. The Curriculum Coordinator and the Teams

The following comments are from the curriculum coordinator Mr. Gerald Weinstein:

The teams for the latter part of this year at Madison have been operating with about a little less than half of support they had last year. To a great extent they have become self-directing. At the beginning part of the year, I was able to meet with them at least twice a week. Through the latter part of the year, I had only met with them sporadically.

All teams have continued unit planning on their own, with 8th grade Social Studies team in part developing new units within the realm of American History; such as Famous Americans, Civil rights and the Changing World of Work. Of all the teams, it is the 8th grade Social Studies team that has done some real innovation in terms of content.

The 7th grade team has pretty well stuck to traditional content in the present guide with their major innovation being the diagnosis of language arts needs, continuous regrouping and evaluation. According to their point of view, significant gains have been made by the children. They predict success on the City English exams.

It is evident that if we wish to have this particular team innovation in terms of content, they would have to go through new methods courses before attempting to work with their pupils on it. An example of this was the unit we tried to initiate on clear thinking which was slanted around discovering the differences between facts and opinions. The teachers were only able to go so far because they did not have a clear concept between the differences between facts and opinions themselves. Units such as these, plus an examination of the use of structural linguistics in their teaching approach would have to be jelled in some sort of workshop-training for them.

The Science teams which I have had less contact with than the others, seem less open to content and method innovation than the other two teams mentioned. However, because they have been planning units together, their preparation is much more efficient than it has been in the past. The problem made here is that even before we can show them how to get a more concrete program going in Science, we have to somehow get them more open to trying things.

In general, I would summarize by saying: there is more instructional planning going on, and that there are more teachers directing their instruction toward the specific needs of children rather than assuming the needs. - Gerald Weinstein

In the opinion of the administration and supervisors of each department our teachers have grown much in content, concepts, techniques and attitudes, planning and organizing and are more willing to accept children as they come to them with

problems and defficiencies.

R. Teacher Perceptions

Teacher perceptions are always important because they are the ones on the "firing line" and must work with the children. It effects their moral and job satisfaction needs.

This year more than any in the past since January 1960, those teachers who were on the staff and teachers who have remained since September 1962 - all have indicated that discipline is much improved, there are less problems after school on the streets, there is much less fighting in school, children have been more willing to participate and learn in class, there is more classroom time devoted to teaching than disciplining or class control, there is less confusion, noise and problems in the hall and most of all more children are achieving in the areas of reading, arithmetic, English, and social studies. The moral and satisfaction needs of teachers was at the greatest height that I have been able to see in teachers at Madison since 1960. Teachers were bubbling with delight and excitment at the results of end of the year final tests.

S. Community and Visitor Perceptions of Madison

The Appendix contains several communications from people of the community that have been acquainted with the past climate and problems of Madison School.

IV. Outcomes of the Madison Area Project

1. Teacher stability - for several years the teacher turn-over at Madison was as high as 80%. Since 1962 the teaching staff has been stable. The only changes made have been - June 1963, four teachers were released, two outright because they did not relate to our children and two were transferred into other city schools because of their special skills need at these schools. Two counselors were replaced, one to accept an advanced position in another school district and the other transferred because of administrative necessity. In June 1964 - four teachers left the school. One to accept a position in California and three because they did not relate well to the children or were unable to carry out their function as a teacher working with culturally deprived children. One counselor resigned to take an administrative position in another district and one requested a leave of absence to work on her Doctorate.

   Our percentage of returning teachers for the last two years can be said to be as high or higher than any Junior High School in the system.

2. There has been a marked change in teacher attitude with our children. There has been a willingness to give of themselves beyond what even a good teacher is willing to do. They are

willing to accept children as they are. All of the teachers are less threatened by change and in fact request it. The changes in curriculum and mechanical procedures could not have been attempted without their cooperative planning and willingness.

3. It is easier to develop interest on the part of teachers for accepting in-service training. There have been two sessions a week for in-service training. All teachers work on committees, many work with groups after school. All come to parent meetings and many have made home visits.

4. Children have begun to see the school in a positive light. They show pride in it, are identifying with the school and teachers. During 1962 and 1963 there were about 15 windows broken and during 1963-64 even less. Our schools rate of vandalism is nil compared to that of several others in the city.

5. Without the Madison Area Project we would not have been able to have smaller classes which we feel has been a significant cause for much of the change. The project has made it possible without it.

6. It would have been impossible with conditions as they were to focus on the reading number and language arts weaknesses in our clientele and to have had the further opportunity to attempt to develop directions to bring about better techniques, attitudes, content and achievement in the school.

7. M.A.P. gave us the opportunity to have the necessary compensatory staff to attempt to work with the problems we found ourselves with as teachers and educators.

8. The physical changes in the building could not have come about under any circumstance prior to the project because of the limited funds available in a minimum school budget.

9. The number of field trips and cultural experiences would not have been possible without Madison Area Project. Our school often resembled a bus station, at times as 160 children in a day went on trips. I could dare say that Madison School had as many field trips and cultural experiences as all the Junior High Schools combined in the City School District.

10. I doubt very much if the City of Syracuse and the Board of Education would be as ready with proposals and plans for integration or racial balance. The Madison Area Project has given us much experience and these experiences and resource people have made it possible to recommend some directions to assist in racial balance and integration.

11. I believe there is much less militant action against schools that have a racial imbalance. Madison Area Project has taken positive and active steps to meet the needs of educationally and socially deprived children.

V. The Third Year of M.A.P.

The last two years of the Madison Area Project has given us wide experience in educational needs of the disadvantage inherant weaknesses in educational programs, some necessary mechanical changes in school scheduling, and some possible directions to implement educational change for the improvement of learning.

We feel we have made some progress but we still have a long way to go. Two years of the program - one year to tool up and to feel our way with staff and possible programs and one year to move directly into improvement of reading, arithmetic, language arts and social studies with the desire to stabilize and refine those programs that appear to have promise is not enough. It is inconceivable at this time to anticipate great studies and growth in standardized achievement tests. In the first place the weaknesses and problems of children coming into a Junior High School as they know are so great and broad that our attempt can be likened to placing a finger in a hole in a dam to keep it from bursting. The hole seems to have been plugged, now we have to strengthen and rebuild the whole dam. We have not lost ground in achievement in terms of standardized tests. We have made many gains as indicated in other areas both with students and teachers. Secondly it takes more time than two years to cause youngsters who have not cared or seen any real purpose in school to take standardized tests seriously so that they can be interpreted as valid. The third year of M.A.P. at Madison holds much promise for academic and social improvement during the year. It is with enthusiasm and optomism that I look forward to the new year for implementation of programs and procedures that have been developed cooperatively by the M.A.P. administrative staff, central office supervisors and teachers of Madison Junior High School.